## Format of Activities

### Overview

#### This goal of this practice is to improve debaters’ abilities to critically analyze and respond to arguments. It includes practicing listening, flowing, reading, time-pressured preparation, cross-examination, argument construction, paperless, time management, organization, and speaking. For the purposes of these activities, the affirmative is assumed to have read the Taiwan Grand Bargain affirmative with Nuclear War, Relations, and Opacity advantages.

### Activity 1: Annoying CX Questions

#### Students should type up their responses to the following questions. For each question, what negative argument is potentially being set-up? We will discuss these questions as a group.

#### Why vote aff?

#### Why should we care about the future? About future lives?

#### What is “The United States federal government”?

#### What’s the impact to your aff? Why does (that) matter?

#### How does (an author) know (conclusion)?

#### Have you ever been to (country)? How do you know anything about (country)?

#### Why did you read this aff? What is your relationship with your aff?

#### What’s “China”? What’s “the United States”?

#### When does the plan pass?

#### If the plan is such a good idea, why hasn’t it passed yet?

#### Who pushes the plan?

#### What does the aff do to address anti-black racism?

#### What does the aff do to address gender violence?

#### What does the aff do to address the theft of American Indian land by the USFG?

#### Which impact matters more, (the first) or (the second)?

### Activity 2: Argument Analysis

#### 1. One student will be selected to deliver the 1NC to the group. Everyone else will flow (to practice listening and flowing).

#### 2. Each student should create a speech document called “Annoying 1NC Activity – FirstName.docx.” This document should be saved before beginning #3.

#### 3. Working independently, each student will be given 12 minutes to review the four 1NC arguments (3 minutes per argument). For each argument, the student should answer the following questions:

#### A. What is the thesis of the negative’s argument? What part(s) of the affirmative is the negative’s argument disagreeing with? This should be as short and simply-worded as possible.

#### B. How might the negative’s argument develop in later speeches? What possible negative ballots should the affirmative be paying attention for?

#### C. If you could raise only one cross-ex thread about this argument, what would it be? Why this thread?

#### D. If you could make only one argument against this position in the 2AC, what would it be?

#### Answers should be typed in the Speech Document created in #2.

### Activity 3: Cross-Examination of the 1NC

#### 1. Batterman will role-play as the 1N. Students will take turns cross-examining him about the arguments in the 1NC.

#### 2. When formulating cross-ex threads, students should utilize the techniques and strategies we have previously discussed (ask for agreement, closed-ended questions, preface with context, get commitments, set up responses, challenge warrants not conclusions, etc.).

#### 3. Students should anticipate the response to their cross-ex questions. Like a good attorney, a good cross-examiner knows what the witness will say in response to each question. By anticipating the response, you can improve the wording of your questions and can better determine whether to ask a particular question at all.

### Activity 4: 2AC Construction and Cross-Ex

#### 1. Working independently, each student will have 12 minutes to construct a 2AC against the four off-case positions (3 minutes per position). The 2AC has up to 5 minutes to answer these arguments. Students can use any materials to help construct their 2AC, but most of the responses will need to be original/analytical.

#### 2. The 2AC should be prepared and saved in the speech document created in Activity #1.

#### 3. A few students will be selected to present their 2ACs. Students should thoughtfully choose a roadmap and allocate time between positions as if this was a real 2AC. All other students will listen and flow.

#### 4. After each 2AC, the other students will role-play as the first negative and cross-examine the 2AC.